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HOW BASIC EDUCATION IS BASED ON THE MODERN PRINCIPLES OF LEARNING

SRI V. KRISHNAMURTHI, M.A., L.T.,

Basic Education is modern in principles and practice of learning. More than that, it is based on eternal principles of Education, for it is founded on what may be called social insight and cultural consciousness of the social group for which it is evolved. The two starting principles of education that education should be in the mother tongue and that socially useful productive (creative) work should be the core activity are accepted in toto by all educationists. Gandhiji's sublime social outlook gives strength and vigour to the educationists of the Indian nation. The concepts of self sufficiency, self reliance, service before self, ideals of citizenship, cultural inheritance, Satya and Ahimsa, even though derided as out-moded forms of sentimentalism in the modern commercialised approach to thinking, are fundamentally sound and effective in the evolution of harmoniously developed personalities and harmoniously developed societies. Gandhiji's religious humanism and Nehruji's scientific humanism are the foundations on which the whole social fabric is growing. There is an awakening on the part of the Government and the public in matters relating to the welfare of the child youth, adult and women and men. Gandhiji gave a pointer towards the path of progress. He showed that Agricultural life must be strengthened along with Industrial development and stressed the idea of inter-dependence instead of solitariness ; co-operation in-

stead of conflict ; peace instead of war. Every Indian leader, nay, all leaders of the world, with influence on public thought stress these ideas in one way or other. Pandit Nehru while opening the "Atomic Energy Establishment at Trombay, Bombay, expressed the conviction that" the future of the world depends not merely on mere science but science balanced with a measure of spirituality."

Basic Education concept even though wide as a sea has now to be organised as an approach to education in the setting of a school, class rooms, work shops, play field and agricultural field and techniques of teaching, Examination etc. which are the special feature of organised educational work. So the teacher has more to observe the students at work in various aspects of school curriculum and concentrate on maintaining standards accepted by the workers in the field of education. Thus a teacher has to devote more time now to details of teaching work. But on no account should a teacher of Basic Education lose sight of the grains for the chaff. The training institutions should ever keep in forefront the ideals that swayed the authors of Basic Education.

Now, Basic Education is based on modern principles of education for the following reasons :

1. It stresses a social outlook of welfare of all (and so education for all) with special stress on "unto this last."



PANDIT JAWAHARLAL NEHRU

Born : 14-11-1889

Died : 27-5-1964

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2. It stresses democratic trend since it is directed towards the goal of universal education with social purpose.

3. It stresses work and learning as of equal importance in the life of the child and youth.

4. Functional knowledge rather than academic and pedantic knowledge is given importance.

5. Teaching through correlation is stressed, not merely logical presentation.

6. It strengthens community relationship and encourages community service.

7. It stresses integration of the personality of the child (Harmonious development of body, mind and spirit), not merely lopsided development in one direction.

8. It places complete work or whole work as basis of education. Mere hand and eye training through a process of repetition and division of work is not considered worthwhile.

9. It stresses village panchayats as an evolving unit of social and political life and leads on to one world idea in broadening circles.

10. It stresses values of sublime nature for the individual to grow in depth also.

11. The basis of Basic Education is compassion and humanitarianism which are worked out in the form of Sarvodaya, Boodan, Sampath Dhan, Jewan Dhan all of which are directed to stabilize and humanise the individuals.

12. It glorifies peace and nonviolence as a pointer towards the evolution of good and harmonious personal and social life.

13. It stresses action at all cost and courage and strength to fight against the social evils.

Basic education or as a matter of fact any education cannot be a finalised and regimented product but a growing and expanding process with strong and deep roots in the cultural heritage of the nation.

Ralph Borsodi formerly Chancellor University of Melbourne U.S.A. in his book "The Education of the whole-man" published in 1963 says "Humanization is not properly dealt with un-

less the school provides a course or a whole series of courses which will provide the young with a humanistic philosophy of life. Such courses or educational activities as they might more accurately be designated must have not only an intellectual but also an emotional content" He says further "The revolution in education for which I plead can of course be started anywhere. It can be started here in India. Because of the fact that the educational system of India has not yet crystallized past almost all hope of change as is the case with education in America and in most of the western world, there seems to me more hope that it can be started here and spread more rapidly from here than from anywhere in the modern world." Let us hope that the expansion of basic education on right lines will lead to this consummation.

The grouping of Primary, Basic and Secondary Education under one panel by the Education Minister Mr. M. C. Chagla is a step in the right direction as the concepts of Basic Education should permeate the Primary and Secondary stages of education and a National pattern evolved in due course through a process of integration.

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SCHOOL ADMINISTRATION - MODERN TREND

SRI GUNAM SINGH, M.A.

A school is what its headmaster is. It is the index of his personality and genius. Only great headmasters have made great schools. There is a lot that can be said about the qualities that go to make a successful headmaster. But, by and large, the success of a headmaster as administrator depends upon his approach to problems. The present article is in brief an attempt to give an idea of the modern approach to School administration.

A FRIEND

With the passage of time and appearance of new trends in our society 'The Awe-inspiring Headmaster' has withered away. He is not in tune with the spirit of the time. His place must be taken by a headmaster upon whom his colleagues look as a sincere friend whose guidance and help they can take for granted and with whom they can discuss their problems uninhibited. Friendly approach to Administrative problems pays rich dividends whereas the authoritarian and official approach lacks human touch and generally results in the creation of more and more problems. Headmaster should be friend first and anything afterwards. No doubt he is a leader officially, yet he must act and behave in a way that would endear him to those who are to work under him. A word of appreciation and cheer can work wonders. I have come across a number of cases where so-called turbulent persons have been tamed through head's sympathetic dealing. A friendly head can certainly extract more work from his colleagues than a head who puts reliance on orders and authority.

TRUE DEMOCRAT

In order to keep his burden light and make the working of school smooth and automatic, the headmaster should act as a true democrat. He will have to cast away his own prejudices and idiosyncracies. There should be no room

for egotism. Democratic attitude would imply free and frank discussion before the formulation of school programmes and staff participation at the implementation stage. The assessment of school programmes should also be done in a similar manner. If the headmaster is professionally and academically head and shoulders above his colleagues, the initiative will always be with him and his suggestion will carry weight. Small committees of the members of the staff responsible for implementation of specific aspects of the school programme may be constituted. This is a better way of ensuring all round development of the school. For example if there are various Committees for the organisation of sports, looking after beautification of school, and making of library service more efficient etc., the headmaster can be sure of substantial improvements.

FIRMNESS

Sympathetic, friendly and democratic approach to administration does not mean absence of firmness. Dilly-dallying when firmness is needed will be suicidal. Lack of firmness leads to laxity in discipline and depression in the tone of the school. However, where there is complete understanding, rarely will a situation arise where the headmaster will have to assert himself to safeguard the best interests of the school and uphold the right principle.

NO PRIVILEGE

Democratic socialism has been set as the goal before our country. Broadly speaking this system envisages a classless society with as little economic and social disparity between individuals as is possible. There can be no room in such a set up for privileged people. The school being a fountain head of new ideas, values and national aspirations must reflect them in its working. The headmaster should not consider himself a privileged person. He is as

honourable a human being as others are. Expecting undue prominence, obedience and privilege is against the democratic spirit of our times. An educationist who recently returned from America said that it was very difficult in U.S.A. to distinguish between an officer and a subordinate as their way of dealing with each other was so informal, friendly and democratic.

HONESTY

Integrity and sincerity of purpose are the essential ingredients of a good administrator. Honest he must be; but he should also look so. He should be extra cautious in seeing that at no time even a suspicion arises above his bonafides. Doing things in a fishy fishy manner must be scrupulously avoided. This, again, can be ensured by adhering to clear cut policies and principles of highest morality. Needless to emphasize that there are always so many eyes to scan his actions and motives. Nothing is likely to escape their microscopic

examination. A little bit of carelessness and indiscretion may damage his reputation beyond repair.

MORE WORK

"Talk less and work more" should be an article of faith with the school administrator. His own example should demonstrate his seriousness and devotion to the values he stands for. No amount of sermons would create any impression on his subordinates and no counsel will go home unless they find the head an embodiment of what he professes. What is expected of a head is more work and less talk.

In short a friendly, sympathetic, democratic and firm approach to school administration can keep the set-up free from the plague of problems and all the same contribute towards the greatest good of the greatest number. Integrity and devotion to duty will, as a matter of course, give added strength and vigour to school administration to make it effective and efficient.

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54th MADRAS STATE EDUCATIONAL CONFERENCE

Teacher - Training and Welfare

REPORT

The Sectional Conference on 'Teacher-Training and Welfare' was held between 5 and 7 p.m. on 21-5-'64 under the Chairmanship of Prof. R. Ramanujachari, Dean, Faculty of Philosophy and Education, Annamalai University. Mr. M. Duraiswamy, Coordinator A. U. and Convenor welcomed the gathering and explained the theme of the conference. In his presidential address, Prof. R. Ramanujachari stressed the need for abolition of higher grade training course, reorganization of secondary grade and B.T. training courses, strengthening of the in-service training programme and improvement of salaries and services conditions of Teachers.

Initiating a discussion on Selection of Candidates for teacher-training institutions, Sri J. Ramachandran, Reader in Education, Annamalai University, listed the physical, social, and intellectual factors that may be expected of candidates seeking admission in training institutions. Sri M. Raja Iyer, M.L.C. and Miss V. S. Bhooma of Stella Maris College also spoke on this subject.

The next topic taken up for discussion was "Evaluation of the Curricula courses, and methods of teaching in Training Institutions." Sri S. Rajagopalan, Reader in Education, Annamalai

University, opening the discussion, condemned the new proposal to start correspondence courses and pleaded for the adoption of improved techniques of teaching in training institutions. Prof. A. Sreenivasaraghavan, President of the Conference, emphasised the need for extending the courses by one more year.

Sri V. Varadan, Research student, initiated a discussion on In-Service Training Programme and suggested ways and means of strengthening it. Sri B. Srinivasa Iengar of S. M. Hindu High School, Shiyali and Sri S. S. Narayanaswamy Iyer of Devakottai were the supplementary speakers.

The last topic, "Teachers' Welfare" was dealt with by Sri T. S. Rajagopala Iyengar, Secretary of the union. He put in a strong plea for speedy introduction of several ameliorative measures to improve salaries and service conditions of teachers.

The president wound up the discussions with the remark that without an improvement of the quality of the teaching profession. There can be no improvement in the standards of education and he also supported the demand for better conditions of service with a view to attracting talented people to the teaching profession.

The Secondary Education Section

The Secondary Education Section of the Conference was held at 8 a.m. on the 22nd of May in the *pandal* with Sri S. Natarajan in the chair. Sri A. K. Sitaraman, President, S.I.T.U., welcomed Sri S. Natarajan and thanked him for having honoured the request of the Reception Committee to preside over the sectional Conference by rushing to Kumbakonam immediately after his return from Paris.

Sri S. Natarajan, in his presidential address, said that Secondary Education is an important link in the education stage as being vital to the well-being of society. Increasing attention is being paid to the quality of secondary education in advancing countries like America and United Kingdom where large sums of money are being spent for the development of the dynamic process of education. Generally offi-

cers in charge of education and experts in education meet to find out ways and means of improving the quality of education and think long and deep before introducing any reform. It is but fair that Government seeks the Cooperation of the teachers in all matters pertaining to education. Viewed on these as basis, the condition of the teachers here is deplorable as teachers are not at all consulted either in considering the curriculum or in preparing class textbooks. Besides teachers in our State are overworked and conditions are created which are likely to impair their health. The role of secondary education should be carefully worked, taking into consideration its dual purpose—namely preparing children for higher studies and preparing them for life. The teenage has very special characteristics which are very difficult to determine and which vary from child to child and the period of adolescence is full of imagination and vigour and the energy has to be channelised properly. Competent

bands should be taken into the teaching profession and teachers should be able to organise work in regular teaching hours and co-curricular activities as to subject the children to discipline of a high order. Teachers serving in a school should work in a group for the promotion of the quality of teaching and seminars, workshops and refresher courses should be organised and teachers advised to attend these so as to derive the fullest benefit therefrom. It is the solemn obligation of the Government to provide education for all-education of a high order, and if there is any failure, it is a tragic loss. Sri S. Natarajan exhorted the members of the teaching profession to do their duties conscientiously and not to submit to authoritarianism.

Among the delegates who spoke on secondary Education, Sri A. K. Sitaraman laid stress on the importance of Mathematics and Science and appealed to teachers to organise the work on sound lines. Sri M. Srinivasan and Sri Jaganathan spoke appealing that the programme of work in the subjects in the various standards should be organised properly and that the existing syllabli should be modified suitably. They added that the strength of the classroom should be kept at a minimum so that individual attention may be given to the children.

Sri L. Mariapragasam said that full freedom should be given to the teacher in the matter of classroom work and that the teacher should be consulted while framing the syllabi.

Sri S. S. Narayanaswami of Devakottai regretted that History and Geography are being neglected and appealed that this subject should enjoy an equal status with Mathematics and Science. Sri A. Ramachandran stressed the importance of keeping the minimum number of pupils in the classroom. Sri T. S. Rama Rao of Thiruvaiyaru said that even while teaching knowledge subjects correct language should be aimed at and the elementary rules of grammar followed with care. Sri S. Sitaraman of Tanjore said that Hindi should not be neglected.

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WORLD TEACHER SHORTAGE

ILO and UNESCO co-ordinate their efforts

The shortage of competent and experienced teachers has, according to a group of experts recently convened by the ILO, reached alarming proportions in many countries and is likely to become worse in the years ahead.

The experts attributed the world teacher shortage in large part to the fact that "the social and economic status of teachers, their living and working conditions, their terms of employment and career prospects, compare unfavourably with existing opportunities in other walks of life."

That this situation should be put right was, in the experts' view, a matter of urgency. In particular, the experts

stressed the importance of giving teachers a status and working conditions commensurate with their cultural and social responsibilities. All teachers, the experts said, should enjoy adequate protection and safeguards based on law, statutory regulations, rules of service and collective agreements.

INTERNATIONAL ACTION

The Meeting of Experts on the Social and Economic Conditions of Teachers in Primary and Secondary Schools, held at ILO headquarters in Geneva from 21 October to 1 November 1963, was one phase in a joint ILO-Unesco effort to lay the groundwork for the adoption

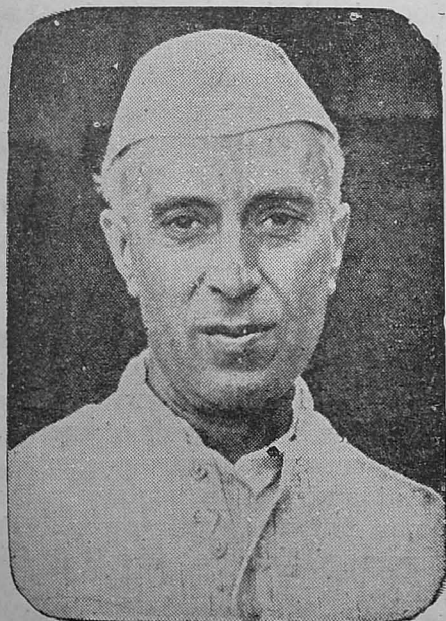
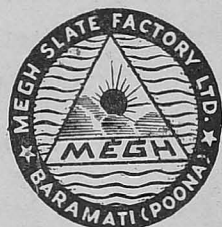
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of a comprehensive international instrument dealing with the teaching profession. The contemplated instrument is often referred to as a "Teachers' Charter".

The close co-operation between the ILO and Unesco in this matter derives from the fact that the social and economic problems of teachers, which are of concern to the ILO, and the training and professional problems of teachers, which are of concern to Unesco, are so closely interrelated that it would hardly be possible to deal with any one of them separately.

In addition, the importance of education in today's world, combined with the world-wide shortage of qualified teachers, has made concerted international action more necessary than ever before.

As a sequel to the recent ILO meeting, Unesco plans to convene a meeting of experts on the training, further training and recruitment of teachers in May. These two meetings are complementary and reflect the fully integrated approach now being pursued by the two organisations.

Subsequently, the ILO and Unesco expect to submit a preliminary draft instrument to a committee of experts jointly convened possibly towards the end of 1965. The draft instrument could then be sent to governments and teachers' organisations for their observations. The plan is that the final instrument should emerge from an *ad hoc* intergovernmental conference jointly sponsored and attended by all member states of both organisations together with representatives of international organisations of teachers. This conference might be convened towards the end of 1966. The proposed instrument would cover teachers employed in official and private schools as well as in technical and vocational training schools and in pre-elementary and special schools.

EXTENT OF TEACHER SHORTAGE

A survey recently carried out by the International Bureau of Education with the assistance of the ministries of education of 83 countries gives some indi-

cation of the extent of the teacher shortage in the world. Of the countries responding, three-quarters reported a shortage of primary school teachers. The shortage was particularly acute in rural areas although it may be assumed that the number of pupils per class was too high in many cities. The survey also brought to light the fact that 51 countries were obliged to employ teachers who had had no teacher training and that 34 countries had arrangements for the intensive or emergency training of teachers.

These findings are borne out by data contained in an ILO report to last autumn's Meeting of Experts in Geneva. According to this report, the shortage of primary school teachers is "manifestly serious" in many countries. "In secondary education," the report says, "the shortage of teachers, particularly teachers with proper training and qualifications, gives rise to more anxiety than ever and is tending to become worse."

In vocational and technical education, the problem is described as similar to that noted in secondary education generally. Frequently, a shortage will have to be expressed in terms of standards: the teachers are there but are not properly trained, or else overcrowding makes it impossible for even the best qualified teachers to educate as they should.

Some of the figures cited in the ILO report are eloquent in themselves. In the United States, for instance, the number of unfilled vacancies in 1961-62 was variously estimated at between 134,000 and 250,000 in primary schools alone. India is estimated to be short of 200,000 fully trained primary and 150,000 fully trained secondary school teachers; the corresponding figures are expected to rise to 400,000 and 275,000 by 1965-66. The shortage in Turkey is put at 92,000 primary and 38,970 secondary teachers. In Venezuela, less than 30 per cent of the teachers held diplomas in 1960-61.

REMEDIAL MEASURES

There was a time when teachers' salaries were paid mostly in kind—

housing, food and fuel. Such arrangements persist even today in many places and, together with cash allowances, help to make up for inadequate salary scales or for the inconvenience of living and working in remote areas. Thus, in Hokkaido, the northernmost of the four main islands of Japan, each teacher receives a free coal ration of between one and six tons a year. In Italy, teachers are entitled to a 44 per cent reduction in railway fares for themselves and their dependents. In Turkey, they are entitled to a 50 per cent reduction. In Sudan, by virtue of a privilege granted "to enhance the dignity of the profession", primary school teachers may travel second class while other public servants of the same grade must travel third class. Teachers in Assam, India, used to receive a rice allowance. This has recently been converted to a cash allowance of 9 rupees a month. But in China (Taiwan), rice, coal, edible oil and salt rations are still issued to teachers and their dependents.

But allowances and privileges do not get to the root of the matter. If the shortage of teachers is to be overcome to any significant extent, a vast effort will have to be made to raise the status of the profession as a whole.

There is obviously a very close connection between professional levels and conditions and terms of employment. The neglect of one set of factors is bound to involve the other, for unsatisfactory terms of employment and conditions of service affect the qualifications that can be required, just as low qualifications depress the social and economic position of teachers.

All these various factors come within the integrated approach adopted by the ILO and Unesco in bringing international action to bear on the problem of the world teacher shortage.

ECONOMIC AND SOCIAL GUIDELINES

The basic premise underlying all ILO efforts on behalf of teachers is that good people will not be attracted to the profession unless they are assured a social status and a financial position corresponding to the importance of

their duties and responsibilities and to the level of their professional attainments.

The conclusions adopted by the Meeting of Experts in Geneva last autumn contain a number of guidelines that may well be incorporated, in some form or other, in the planned international "Teachers' Charter".

Some of the salient points stressed by the Meeting of Experts were that:

Conditions of entry into the profession should be clearly prescribed in collaboration with teachers' organisations.

There should be no discrimination based on race, sex, colour, marital status, creed, convictions or on other than purely professional considerations.

Teachers should enjoy academic freedom in the discharge of their professional duties.

Teachers should be free to exercise all civic rights generally enjoyed by citizens.

Teachers' salaries should compare favourably with those paid in other occupations requiring equivalent or similar qualifications, training and abilities, and should keep pace with the rise in the cost of living.

Housing allowances, the provision of rent-free or relatively low-rental accommodation and of other facilities should be granted, especially in rural areas.

Good school accommodation should be provided as an essential factor in education itself and in recruitment to the profession.

The number of children in a class should not normally exceed 25 to 30.

In developing countries, where teachers, in addition to their normal teaching duties, promote and stimulate community activities, development plans and programmes should include provision for appropriate accommodation for teachers.

Teachers should have the right, freely and without previous authorisation, both to establish and to join organisations of their own choosing to further and defend their interests.

A teacher elected to an office in his organisation or appointed as its representative should be protected against any prejudicial action on the part of his employer.

Teachers' organisations should take part in the joint statutory or voluntary machinery set up for the determination of teachers' terms and conditions of employment.

Teachers' organisations should

participate in the formulation and implementation of national educational policies.

Teachers in all countries should enjoy full social security protection.

Women teachers should be fully protected against economic loss due to maternity.

Teachers' retirement benefits should be sufficient to prevent any substantial decline in living standards.

EDUCATION : AN UNASSAILABLE PRIORITY

The importance that the ILO attaches to the teaching profession stems from two major considerations. The first is that education suited to the abilities and needs of each individual has come to be regarded as a fundamental human right. The second is that education impinges directly upon all the tasks of economic and social progress. In other words, reasons of justice and of expediency combine to bring education to the forefront of the preoccupations of any institution dedicated, as is the ILO, to the cause of social progress.

I do not have to dwell on education as a right ; this is widely, if not universally, conceded. But a problem can and often does arise when it comes to allocating resources to meet the various essential needs of any national community. Even the highly industrialised countries have had to place new emphasis on education. For it has been found, sometimes through painful experience, that the labour force can adjust satisfactorily to the constantly changing demands of advanced technology only to the extent that its members possess a broad general educational background.

In many of the developing countries, the problem is even more critical, for there the available resources are likely to be meagre in relation to the overwhelming needs of accelerated development, and existing facilities are often strained to the breaking point by inexorable population pressures. In their haste to get ahead with all the innumerable jobs in hand, these countries are bound to insist that the assertive

claims of education must stand up to the closest scrutiny or be passed over.

The experience of recent years shows that these claims do in fact stand up. The most sceptical now seem to be convinced not only that general and vocational education is in itself a productive investment but that it is in a very real sense the fulcrum upon which the whole process of economic and social development inevitably turns. This is why, when priorities are assigned, education is increasingly ranked among the most vital.

It is evident, too, that no country can be complacent as far as education is concerned until good teachers are coming forward in sufficient numbers to meet current and anticipated future needs. This is far from being the case in most countries today. A recent ILO survey indicates that there has been a widespread breakdown in the recruitment of qualified teachers and suggests that a remedy will not be found short of a general upgrading of the teaching profession. The ILO hopes to make a significant contribution towards this goal, notably by co-operating with Unesco in the elaboration of a world "Teachers' Charter" covering the social, economic and professional aspects of the profession. But although international action can provide a stimulus, effective solutions can only be found within the various countries concerned.

(Editorial in ILO News for March 1964 by the Director-General of the International Labour Office.)

THE STATUS OF TEACHERS

Experts Study International Teachers' Charter

An international committee of experts met from May 4 to 16 at Unesco House in Paris to study the professional, economic and social status of school teachers.

At the close of the meeting, Mr. René Maheu, Unesco Director-General, told the committee: "Never in the history of mankind has education been of such concern not only to individuals and families, but also to organized national groups and governments responsible for their nations' future." "But," he added, "aside from some outstanding exceptions, the status of the teaching profession has remained stagnant in the whole of society."

The chairman of the meeting of experts was Mr. William Carr of the United States, Secretary-General of the World Confederation of Organizations of the Teaching Profession. Mr. Jean Thomas of France, served as vice-chairman and Mr. E. W. H. Briault of the United Kingdom as rapporteur. Specialists from eight other countries took part in the committee's work. The International Labour Organization and other inter-governmental organizations were represented while heads of several international non-governmental organizations attended as observers.

This basic problem of teachers' status, affecting all planning for education, was first studied jointly in 1963 at Geneva by Unesco and ILO with the assistance of international teachers' associations. Their aim was to improve the professional status of school teachers through an international charter which would be circulated for international approval. The recent Unesco meeting was concerned with questions of general educational policy and the professional training of teachers.

In considering the scope, composition and aims of such an international charter, the experts also studied ways in which Unesco, by immediate and long-

term action, could help teachers carry out their professional responsibilities. On these questions, the committee received not only the opinions of its members, but also of observers, particularly from international teachers' organizations, to whom Mr. Maheu renewed his "permanent appeal", asking for "aid, understanding and even constructive and vigilant criticism." "Unesco's action," he said, "can only be spread across the world by international associations qualified to speak for the teaching profession."

During the conference, the committee studied two working documents by Mr. H. Grandjean of Switzerland and Mr. D. J. Johnston of the U.K. and a report by Mr. Thomas on "the morale of teachers". A large number of remarks and recommendations concerning the preparation of a charter were included in the committee's report. These included qualification and certification of teachers, their appointment and re-appointment, working conditions, teaching service structure, in-service training, relations between teachers and the education service, rights and duties of teachers, and the unity of the teaching profession.

On the basis of these recommendations, as well as those adopted at the 1963 Geneva meeting, Unesco, in collaboration with ILO, will draft an international charter and convene another conference in January 1966 to discuss this document. The proposal will be submitted in final form to an inter-governmental conference for adoption during 1966.

The committee suggested immediate or long-term action which Unesco might undertake to help teachers fulfil their professional responsibilities. Its recommendations included:

- (1) The preparation of studies in comparative education, dealing especially with opportunities for

teachers to move from one level of teaching to another ;

- (2) A factual enquiry on the status of teachers presently working in private schools ;
- (3) The establishment of a code of ethics for teachers, "either acceptable on a world scale or appropriately reflecting differences between the circumstances of different countries", that teachers entering the profession would agree to follow ;
- (4) Comprehensive studies of the changes in the character of initial teacher training and parallel studies of refresher courses for present teachers ;
- (5) Studies for drafting an international instrument on the status of non-teaching members of the educational profession, such as administrators, supervisors, inspectors, research workers ;
- (6) A critical evaluation of the actual result of teacher exchange programmes ;
- (7) A greater emphasis on the international diffusion of information about new and promising developments in the theory and practice of education in order to publicize the results of educational research and experience in different countries. (The establishment of an international

network of educational research centres was also proposed.) ;

- (8) The organization of international and regional seminars concerned with the new content of education, in the light of social and cultural developments and of technological advance ;
- (9) A campaign to convince governments and enlighten public opinion and youth movements on the value and importance of teaching as a profession, especially its positive contribution to social advancement and economic expansion.

This social aspect of the problem of teachers' status was constantly referred to by the experts, whose agreement on fundamental principles was summarized by Mr. Carr, Chairman of the Committee :

"The higher the public respect for the schools, the better the status of the teachers. It is bad for teachers to be underpaid ; it is even worse for education to be undervalued. The better the payment and security, the better the status. The better the preparation and in-service education of teachers, the better the status. The greater the skill of the teacher in the classroom, the better the status. The more united the profession, the better the status of its members."

British Student's Gift for Delhi University Eye Clinic

Mr. Belcher Presents Equipment


At a ceremony in Delhi this evening (March 31), Mr. R. H. Belcher, Acting British High Commissioner in India, presented equipment for an eye clinic at Delhi University. The students and staff of Oxford University raised £ 500 last year for World University Service (WUS) to buy the equipment.

Dr. C. D. Deshmukh, Vice-Chancellor of Delhi University, presided at the function.

The equipment presented includes ophthalmoscopes, cabinets with sets of trial lenses, equipment for colour blind-

ness tests, instruments and instrument tables. Most of the money collected at Oxford was raised by direct subscription, and by holding social events and selling Christmas cards.

The eye clinic in Delhi is just one of the many projects supported by the WUS international programme. The organization, established in 1919, has as its main object the helping of students of all races, creeds and political beliefs without discrimination. Students from the more prosperous nations are encouraged to help those in the developing countries. (B.I.S.)

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"The definitions of the words given are simple and easily understandable, and Mr. Martin has made liberal use of illustrative sentences and phrases to make the Dictionary really 'Explanatory'."—*The Illustrated Weekly of India*.

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THE SOUTH INDIA TEACHERS' UNION

Meeting of the Executive Committee held at 3 p. m. on 20th May, 1964 at the Town High School, Kumbakonam

A meeting of the Executive was held at 3 p.m. on 20th May, 1964 at the Town High School, Kumbakonam with the President of the Union in the chair. Besides the members of the Executive, the Secretaries and Presidents of some District Guilds were present.

Members present : Messrs, A. K. Sitarman, T. S. Rajagopalan, M. Subramaniam, N. Shanmugam, V. S. Saravanan, C. Ranganatha Iyengar, A. M. Kanniappa Mudaliar, L. Mariapragasam, V. Antoniswami, S. S. Narayanaswami, V. Bhuvaramurthi, N. K. Venugopal, P. S. Veeraraghavan, A. T. Antoniswami P. R. Subramanian.

Messrs. S. S. Avadamiar, K. Rajagopala Iyer, V. Minakshisundaram, Smt. Saraswathi Srinivasan, Messrs. D. Sabastian, T. Krishnamachari, M. Victor John Selvaraj, S. Krishna Iyengar, T. R. Thirumalaiswami, N. Govindarajan (Reception Committee), R. Rajamanickam (Reception Committee).

After silent prayer the members introduced themselves. Sri T. S. Rajagopalan, Secretary, read the minutes of the previous Executive meeting, which were adopted. The Secretary explained the action taken on the resolutions passed at the previous meetings. The President said that the Union was in correspondence with the L.I.C. about the right of access to the Golden Jubilee Building and about the extension of lease of the office premises at Rajah Annamalaipuram.

The Secretary reported that as no reply had been received for appeals regarding the portraits of Sri C. Ranganatha Iyengar and the late Sri T. P. Srinivasavaradan, the portraits had been prepared at the expense of the

Union. The members ratified the action of the Secretary.

The Secretary announced that the General Body-meeting should be held at 10 a.m. on 23rd May, 1964 according to the notice already given of the meeting—and not on 22nd May 1964 as announced in the programme. It was agreed to have, during the Conference on — 22-5-64 at 2 p.m. — a discussion on the implementation of Free Secondary Education.

A committee comprising Sri V. Antoniswami, Sri Arulanandam, Sri S. Krishna Iyengar, Sri Venkataraman, and Sri N. Shanmugam was constituted to study the data furnished by the various aided secondary schools in response to the Union's circular regarding the cut in the salaries of the staff. The committee was requested to make a report at the Special session of the Conference.

The secretary announced that, in view of the blanks in the list of delegates printed in the South Indian Teacher, the names of such delegates should be, at the time of election, certified by the secretaries of the respective Guilds or by the representatives of the Guilds.

The secretary announced that the Central Government, had, in response to an appeal, made a donation of one tonne of printing paper for the *Balar Kalvi* and thanked the President and Sri S. Natarajan for their efforts in getting this donation.

Sri K. V. Rajagopala Iyer, Secretary; Reception Committee, raised the question of enrolment of delegates and stressed the desirability of examining the procedure. The President explained the difficulty in the procedure and pro-

mised to get the question examined at a meeting of the Executive Board. Sri A. C. Antoniswami, Sri N. Shanmugam, Sri Subramaniam (of Thirunelveli) and Sri Kanniappa Mudaliar took part in the discussion about election procedures and the President assured that these questions would be examined by the Committee specially nominated for the purpose and that proper steps would be taken during the election on 23-5-1964.

The annual report was then taken up for consideration. Certain additions and alterations were suggested by Sri L. Mariapragasam and these were allowed and the report adopted.

Sri L. Mariapragasam, while presenting the statement of accounts, stated that they were being audited and that the audited statements would be printed

in the coming issue of the *South Indian Teacher*. He suggested that the Report and the Statement of Accounts should be passed at another General Body meeting.

Sri S. S. Narayanaswami of Ramnad and Sri S. Krishna Iyengar of Madurai said that at the General Body meeting only the Report could be passed and the audited financial statements should be passed at another General Body meeting. Sri N. Shanmugam also joined in the discussion. The President explained the position and said that a draft statement of the accounts would be presented on 23-5-64 and later at a General Body meeting the audited statements could be passed. The Executive Board agreed to this procedure.

After a vote of thanks by Sri T. S. Rajagopalan, Secretary, the meeting came to an end.

GENERAL BODY MEETING

held at 10 a. m. on Saturday, 23-5-64, at the Town High School, Kumbakonam, with the President of the Union in the chair.

The General Body of the Union met at 10 a.m. on Saturday, 23-5-'64, at Town High School, Kumbakonam, with Sri A. K. Sitaraman, President, in the Chair.

Sri T. S. Rajagopalan, Secretary, read the minutes of the previous General Body meeting which were unanimously approved and adopted. He then presented the annual report and explained the activities of the Union during the year under report. The President explained to the members why the statement of accounts could not be presented then and assured that there was nothing wrong in the items of income and expenditure and that the auditing had been delayed unusually. The mem-

bers were however eager to know the cause of the delay and it was suggested that the audited accounts be presented at a General Body meeting subsequently.

At the election that followed, the following office-bearers were elected:

President: Sri A. K. Sitaraman, Vice-Presidents: Sri V. Antoniswamy (Tuticorin), Sri D. Sebastian (Trichinopoly), Sri T. R. Thirumalaiswami (Tanjore), V. Perumal (S. Arcot), Secretary: Sri T. S. Rajagopalan. Joint-Secretaries: Sri V. S. Saravanan and Sri R. Rajamanickam. Treasurer: Sri L. Marriapragasam. Vigilance Committee Convener: Sri N. Shanmugam.

S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

A Seminar on 'Library As An Effective Instrument of Learning In Secondary Schools' was organized by the S.I.T.U. Council of Educational Research. It was conducted in the Department of Library Science, University of Madras for four days from the 20th April to 23rd April 1964 under directorship of Dr. D. B. Krishna Rao, Professor of Library Science. Rev. Fr. J. N. Sequeira, S.J., opened the Seminar. Dr. A. Lakshmanaswamy Mudaliar delivered the valedictory address. Fourteen Secondary schools throughout the State of Madras, 13 of which were institution members of the council had sent delegates.

On the first day there were group discussions on the report of the experiment in Library Centred Teaching and the work paper given by Sri E. Venkatesalu, Headmaster of the Rajalakshmi Mills High School, Coimbatore.

Important among the recommendations accepted by the plenary Session were (i) that schools should do every thing possible to promote self study among pupils by well organized Study Work and carefully designed projects and (ii) that the experimental classes should be given two consecutive periods in the subjects of experiment.

On the second day groups discussed the work paper given by Sri N. Chinna-swamy Naidu, Headmaster, Mani High School, Coimbatore, on 'How to develop Reading Interests and skills'. Some important recommendations made are as follows :

1. The books should be classified to suit the different levels of the pupils within a class.

2. For developing critical and intelligent reading, discussion of books read in groups and presenting of group reports to the whole class would be useful.

3. For improving reading skill it is suggested that at the beginning and end of each term the pupils' speed in reading should be calculated at so many words per minute.

4. Periodical discussion on "the book I liked best this month" or "my new book" may be of great help in stimulating the pupil's interest in reading.

5. The bulletin board may be used to arrange a display of attractive titles and book covers. Extracts from books may be taken out and put on the board. Current events could be used as a means of motivating pupils to read books.

6. A unit may be sub-divided for purposes of reading and group discussion. The class may be divided into as many groups as there are sub-units. Each group may be given a sub-unit for discussion. At the end of a week all the groups can meet together and exchange their ideas.

7. In addition to doing projects and assignments the groups can gradually be developed as study circles.

8. Recognition in the form of rolling shields, cups, certificates, and prizes may be given to classes, to groups within a class and to individuals, who are deserving.

On the third day there was a discussion on the work paper given by Mrs. Evelyn. E. MacCaben, Director of the U.S.I.S. Library on the value of school libraries.

Important among the recommendations of the Seminar were :

1. A list of 'must-books' for a school library should be prepared, and periodical additions should be issued by the S.I.T.U. Council of Educational Research.

2. The Library is to be in charge of a graduate trained teacher who may further get training in library service. He must be a full time assistant. For a school with a strength of more than 1,000 there must be at least two fully qualified persons in charge of the library.

3. A short term certificate course preferably during the summer vacation, may be organised by the University to teachers deputed by secondary schools, for training in library service.

(This was accepted by the Vice-Chancellor).

On the fourth day there was a discussion on the work paper on Library organization and administration presented by Dr. B. B. Krishna Rao. Important among recommendations made was that every secondary school library should have a well furnished read-

ing room, capable of accommodating about 50 pupils and that it should be kept open from 8 a.m. to 5 p.m.

It was resolved :

that the Central and State Governments be requested to bring to the notice of Secondary Schools periodically their publications which are useful to Secondary School pupils.

NEWS AND NOTES

IMMACULATE HEART OF MARY'S GIRLS' HIGH SCHOOL, PONDICHERRY

Extracts from Annual Report

This institution was started in 1955-56 to meet the needs of Girls' education of the Pondicherry State in Tamil medium. The School was permitted to coach pupils for the Madras SSLC system and the Government of Madras have extended the SSLC system in the year 1959, due to the efforts taken both by the Pondicherry Government and South India Parents' Association.

The strength of the school has increased rapidly within a short span and the present strength is 1,060 which is nearly four times of the strength in the year 1956-57 which was only 257.

NURSERY SCHOOL

It is the cradle of the High School and it is being looked after by two teachers trained in Montessori and Kindergarten methods. There are about 150 children between the ages of 3 to 5.

The staff in the High School are fully qualified and trained for the profession. Instruction is given with all aids at one's disposal.

The functioning of the school mainly depends on school fee collections and the Pondicherry State Government have shown their goodwill by giving a grant in aid of Rs. 3,500 for the year 1962-63. Besides, the Government have given a grant in aid of Rs. 500 towards the purchase of Laboratory equipment

and Rs. 500 towards the purchase of furniture. It is hoped that the Government will come forward to give grant in aid more liberally so that the burden of the Management may be reduced and the institution could be run on more efficient lines.

IMPROVEMENT SCHEME

Besides the Tamil Medium of instruction, teaching in English Medium has been started in each of the Standards VI and VII since 1962-63. We hope to start English Medium section from III Standard onwards from the next year.

The present accommodation in the school is quite insufficient for the strength and we are arranging to construct additional building and the construction work will begin soon after the closure of the school for summer vacation.

RELIGIOUS INSTRUCTION

The Catholic pupils have lived up to their obligation and been regular in frequenting the religious instruction classes. Moral instruction classes for non-catholics have been well attended to.

EXTRA CURRICULAR ACTIVITIES

The School Parliament and Junior Red Cross meetings were held regularly during the year. Besides the monthly and weekly meetings of the Literary Association, special meetings to commemorate the celebrations of special occasions and days such as Independence Day, United Nations Organisation Day, Children's Day and Republic

Day were also held during the year. The Honourable Sri E. Gubert, Chief Minister and Mayor, presided over the Independence Day celebration; the Children's Day was presided over by Thirumudi Sri N. Sethurama Chettiar, Deputy Mayor of Pondicherry and Sri P. Abraham, M.P., presided over the Republic Day Celebration.

Forty pupils of the High School classes wrote the UNO Information Test held by the United Schools Organisation of India and thirty-five pupils passed the Examination. Certificates issued by the Organisation were distributed to the successful candidates.

The school participated in the competitions held in connection with the Co-operative Movement and one of our pupils came first in the Essay writing.

PHYSICAL EDUCATION

Physical Education of the girls has been well maintained. The school is a member of the South Arcot District Secondary Schools Girls Athletic Association and participated in many items of Games and Athletic events conducted among Girls' Schools in the District. The school secured First place in High Jump Senior and Junior, Long Jump, Junior, Shot-put Senior and secured Second place in Junior and Senior Relay Race, Long Jump Junior and Javeline throw Senior at the District level. The School girl represented the District Association at the Madras State level Republic Day Sports conducted in January 1964 among the girls' schools of all the Districts of the Madras State and secured First place in High Jump Senior and Junior groups.

Citizenship Training receives great attention.

BOARDING HOUSE

Facilities are available for hostel accommodation for such children as come from afar as are in need of such facilities.

SPECIAL WELCOME FOR STUDENTS AT STRATFORD CELEBRATIONS

Stratford-upon-Avon is preparing a warm welcome this summer for the

many thousands of oversea visitors expected in the town for the quatercentenary celebrations of the birth of William Shakespeare.

Apart from the hospitality of hotels, restaurants and private homes, at least three organizations will be doing their best to see that visitors from all countries, particularly students, feel at home.

At Hall's Croft, the fine Tudor building which was the home of Shakespeare's daughter Susanna, the Festival Club is run by the Shakespeare Trust. During the season it becomes a meeting place for actors and visitors from all over the world.

The Club is open every day during the summer, and its facilities include a comfortable reading room and buffet, a publications room, and one of the most attractive gardens in Stratford.

One of the busiest organizations in Stratford during the summer is the local branch of the International Friendship League, which acts as host to hundreds of students every year.

"We want to make certain that every oversea visitor to Stratford sees what he or she wants, and gets an opportunity to meet British people," said the branch secretary, Mr. John Kendrick. "We can provide bilingual guides for coach parties of students, arrange visits to the surrounding countryside, and organize entertainment and lectures in Stratford." (B.I.S.)

AIRCRAFT ENGINEERING COURSE FOR COMMONWEALTH STUDENTS

A one-year post-graduate course in aircraft engineering open to Commonwealth students — the first study course of its kind in Britain — starts in October at the College of Aeronautics at Cranfield. It is designed for engineers and scientists of graduate standard who are employed, or are potentially suitable for employment, in the aircraft industry.

Leading to the Diploma in Advanced Engineering, it will also be of interest to design and technical sales engineers in companies which manufacture transport aircraft aero-engines and to other engineers closely associated with the

operation of transport aircraft.

The course will cover the operational, engineering and economic implications of air transport, with emphasis on the maintenance of aircraft at the minimum cost consistent with safety and utilization. The syllabus will also include the directly related aspects of systems,

materials, design and propulsion.

Full use will be made of aircraft of the British Aeronautical Inspection Directorate and the Air Registration Board, and teaching will be supplemented by visits and external lectures arranged with the co-operation of major airline companies. (B.I.S.)

OUR LETTER BOX

"FREE EDUCATION"

Sir,

I have read your editorial on Free Education welcoming the Government's decision. The City Headmasters have also heartily welcomed the decision. Certainly, the Government will appreciate the loyalty of the teaching profession.

While doing so, you have rightly drawn the attention of the Government to the condition of the private-managed schools arising out of free education, where the efficiency, enthusiasm and energy of the teachers under better prospects and on liberal scales of pay have made a remarkable progress in education. According to your own research, "parents prefer a school for discipline tone, standard of teaching and results, co-curricular activities and established tradition and equipment and facilities." Are these found in schools other than privately managed? Absolutely not. By making education free to all, will the government meet the expenditure on special features and activities of the private managed schools while paying the teachers' salary direct? Even if they meet all the expenses, I feel, that the function of such schools, interests of teachers and quality of education will suffer once they are subject to governmental control. As heretofore, the private managed schools should have the absolute freedom to function in the interests of education.

Of course, free education, free meals, free clothing are boons to the poor people and the Government will surely

stand to benefit. But of the quality of education and of the consequence of over-crowding in classes under free system of education, none has seriously thought of.

Then education becomes a mass instruction and the teachers will not be able to do proper justice to their job. "The tall peaks of hillocks that rise majestically over the plains and the deep rivers that flow in ravines add but to the charm and grandeur of the landscape" said Mr. S. Balakrishna Joshi. What is being done now in the name of free education is levelling down those majestic hillocks. This may be in consonance with the spirit of democracy and the Constitution affording equality of opportunity to all but Lord Eccles, Britain's former Education Minister, in an interview with the press, called it a "wicked" thing to do if it involved the destruction of private schools. He further said "it would be morally wrong to destroy anything good for the sake of a social theory. The correct approach would be to level up free public schools to the standard of private schools rather than level down private schools to the common standard."

In the light of the remarks made by an experienced foreign educationist, mere spectacular results within the shortest time possible, will not serve the cause of education. Free education is in fact not an act of philanthropy voluntarily done but from the taxpayers' money. Let the government introduce the free system of education in the government-run or managed schools and later approach the private

managed schools with proper and sufficient provisions for their maintenance of high standards, traditions, integrity and inviolability.

from the standpoint of efficiency and progress and thus render education positive, progressive and purposive.

23rd May, 1964. R. S. V. RAO.

8th April, 1964. R. S. V. RAO.

54TH STATE EDUCATIONAL CONFERENCE

Sir,

I had the privilege and pleasure of attending the 54th State Educational Conference held at Kumbakonam on 21st May '64. I perceived a perceptible mark of mental distress and a state of confusion worse confounded by the varying and varied statements issued from time to time by the Minister for Education on one hand and the departmental head on the other about the implementation of Free education.

In his inaugural address, Sri S. Balakrishna Joshi described education as 'character-centred', teaching as a sacred mission and admirably appealed to the teaching fraternity to observe discipline and decorum as the essence of democracy in its approach to the problems and in its attempt to get redress of its grievances. Sri Srinivasaraghavan stressed the fact that "teachers have the right to ask for more and to be left with what they have" and 'free Schools should, if they are really schools, do something more than give education free, they should give an education in freedom.' The distinguished principal and the revered Headmaster who have graced the occasion with their presence have remarkably championed the cause of the teachers and symbolised in themselves the surging feelings of the 'Architects of the Future' in our resurgent and renascent India.

It is not too much to hope that the authorities concerned will now reconsider and review the whole situation afresh in the light of the anxious deliberations and considered resolutions of the conference and revoke the order on the private managed schools that pay higher scales than the Government

SOMETIMES THEY ARE ROWDY

Sir,

In big block letters the restaurant carried the appeal "PLEASE DO NOT WASH HANDS IN PLATES". A group of smartly dressed college students, entered, took their seats and ordered. One of them, on seeing the notice, sneered: "What! 'Please do not wash hands in plates!' What, impertinence! Why should the hotelwallah ask us not to wash hands in plates?" His friends backed him. What surprised me most was that all of them, without exception, as a matter of challenge, washed their hands in the plates lying on the table, although a water tap was at their disposal, near at hand.

In the last summer, in a certain public library, when I had deeply engaged myself in reading, five college students came in, went through the headlines of various newspapers audible enough to all who were present there. By the by, as something went wrong with them, they began to discuss about the merits and demerits of Communism in so hellish a tone that it drew the attention of all other visitors. Although the attender of the library intervened and appealed politely not to make noise, the poor man was challenged and scolded with redoubled annoyance and fury.

On another occasion, I came across a batch of angry school students who were about to assault a conductor because he had refused to issue a ticket to one of them on the ground that the bus was full. The bus was delayed, causing inconvenience to all the passengers.

Sometimes students travel by train without ticket and pull chains to stop the train wherever they like to get down, causing discomfort to other travellers. Defiance of rules and regula-

tions of this character is so common among students that it is causing anxiety among all educated people.

One of the reasons for student indiscipline is the absence of any outlet in schools and colleges for their energy and enthusiasm. The dull lifeless and passive bookish education they get does not help them to draw on their surplus energy. This makes them restless when they go out and it is this restlessness that often makes them disobedient and indisciplined. The present system of education makes them selfish, self-centered and indifferent to the difficulties and sufferings of others.

To overcome this fundamental drawback in education, all students should be made to realise that the school or college is a community where people should help one another. Training in democratic citizenship and social service should be given to them in schools and colleges. To develop their civic sense students can be asked to build

museums, arrange excursions, collect and manage a fund for the poor, look after boarding and lodging of students coming from outside and nurse the sick in hostels under the guidance of teachers. The heads of educational institutions should see that orderly behaviour and observance of rules and regulations be enforced in the routine work to inculcate the value of civic sense in the minds of the students. The teachers alone cannot successfully combat and eradicate the evil of indiscipline from among students, unless the parents and the public too extend their hearty co-operation. If teachers are there to look after the misbehaving students in schools and colleges, parents must see that their wards behave properly at home and on the street.

BEEMSEN RATH

Sir,

With deepest regret and with a heart full of grief we heard of the disastrous accident that happened at the Saras-

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wathi Higher Elementary School, Madurai this noon. The sudden collapse of a portion of the building wherein more than three hundred girls mostly of the age group eleven to fifteen were receiving special coaching, has caused the death a large number and many are reported to have been seriously hurt. Let me express on behalf of the Guild our warmest sympathies to the parents and guardians of the deceased children and the teachers to bring them what consolation is possible. It should be a lesson to Managements of schools regarding location and construction of school buildings to accommodate hundreds of children. As to the deceased we can but pray that their souls may rest in peace."

K. S. KRISHNAN,
Secretary, District Teachers' Guild,
Madurai.

HUSTLING EXAMINATIONS

We find that many students fail in Social Studies and General Science and this accentuates the percentage of failures. This is due, not so much to the want of diligence on the part of the Students or their want of understanding of the subjects concerned. It is, I am afraid, due to the fact that students have to cover too wide a portion under these two heads and they are not given sufficient time to prepare for their examinations. However much a student might have studied during the whole year, it is the eleventh hour preparation that helps the average student. I would therefore suggest that *two* papers should be set in Social Studies (History and Geography sections) and *three* in Science (Physics, Chemistry and Biology).

Again students should be examined only *once* every day and *not* twice. This will give them sufficient time to brush up their memory in the various subjects and avoid sheer strain, physical and mental, involved in having to

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sit for a five to six hour long examination.

This may cause some administrative inconvenience and even additional expenditure to the work but it ought not to stand in the way of students preparing better for their examinations.

M. S. V. CHARI,
Tindivanam.

OUR BOOKSHELF

FACING LIFE'S CHALLENGE: By J. Hills Cotterill. Price 9s 6d (Thomas Nelson & Sons).

Religious education in English Schools is receiving attention under the 1944 Education Act.

This book has been written to help boys and girls in the 14-16 age group to understand the relevance of the Christian faith to their personal needs and to many problems which exercise their minds. The academic level of this book is one which should enable a school leaver to obtain the Certificate of Secondary Education with ease.

COMPOSITION FOR PRIMARY SCHOOLS: By W. P. Cleland. Price 4s. (Nelson).

There are forty exercises on story-telling based upon vocabulary usually found in stories. The class is divided into teams, each team to tell a story. Each person in a team has to supply a part of the story and the whole story is completed by the team.

A SURVEY OF THE CO-OPERATIVE MOVEMENT: By T. R. Rau. Price Rs. 2. (5s.)

How co-operation affects a citizen's life at every point in day-to-day life is pinpointed to arouse the interest of every adult from the early stage.

This book is a rational survey of the co-operative movement for over a century. Every school library and all public libraries should possess a copy of the book.

The author's concessions for large scale purchases of the book is published elsewhere in this issue.

Receipt of the following publications is thankfully acknowledged:

1. P. S. High School, Mylapore — School Magazine, March 1964 (in English and Telugu, with illustrations in halftone prints and line drawings).
2. Education for Teaching — Feb. 1964. (Published by the Association of Teachers in Colleges and Departments of Education).
3. Educational Standards in High Schools — Report of the Study Camp — Nizamabad. (June 18 to 22, 1963).
4. Pratyusha-Vidyodaya Girls' High School Magazine — April 1964.
5. Commonwealth To-day, No. 106.
6. The Hindu High School Magazine, Triplicane — March 1964.
7. Britain's Gift of Novelties (in Tamil).